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ABSTRACT

This resource file contains information for Utah high school teachers to help their students meet the state's instructional objectives in the elective course, Model United Nations. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include enumerating and classifying the types of issues, including crisis situations, that are dealt with by the Security Council and defining the philosophy of global interdependece. Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

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A RESOURCE FILE FOR SOCIAL STUDIES IN UTAH

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LEVEL 10-12

MODEL UNITED NATIONS

So 022 535

Utah State Office of Education 1981

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317-302
This activity will be located with objective 317-301

The students will chart the development of a shrinking world. (407) (I, V)

This activity will be located with objective 317-301

The students will define the philosophy of global interdependence. (408) (I, V)

This activity will be located with objective 317-301

The students will articulate the philosophy of a global society. (408) (I, V)

This activity will be located with objective 317-301

The students will evaluate current problems in the world and find possible solutions for them through the auspices of the United Nations. (413) (I, V)

Secondary Social Studies

TITLE: It's a Small World

TOPIC: Model United Nations

TIME SEGMENT: 2 class periods

317-301 (407), 317-302 (407), 317-303 (408), 317-304 (408), 317-336 (413),

D

INSTRUCTIONAL OBJECTIVE:

The students will explain the effectiveness and limitations of the UN in the contemporary world. The students will evaluate current problems in the world and find possible solutions for them through the auspices of the United Nations. The students will explain the statement that demonstrate the concept of a single society. The students will chart the development of shrinking world. The students will define the philosophy of a global interdependence. The students will articulate the philosophy of a global society.

MATERIALS:

Student Activity Sheets Pages 1-3
(Masters included)
Resource material

EVALUATION:

The student will be able to define to the teacher's satisfaction a global society and discuss the effectiveness and limitations of a global society.

ADAPTATIONS:

Model United Nations activities 301-354 should also be valuable for inclusion in units about contemporary problems (current events) and world history.

PROCEDURE: To the teacher:

1. Duplicate enough Student Activity Sheets for the students involved in the activity.
2. Prepare the students thoroughly for this activity. Give students materials from contemporary magazines about the shrinking nature of the world. Ask students to define what a global society might be, based on materials they've read. Be sure students understand, as well, the limitations of the UN and the kinds of things it can do effectively. Encourage the class to be creative as they fill in the chart, yet to be realistic.
4. Have a discussion after the activity is completed.

Additional resources for all Model United Nations activities:

1. BASIC FACTS ABOUT THE UNITED NATIONS. A guide to the history, structure and main activities of the U.N. (U.N. Reference) N.Y.: U.N., 1980, $1.95, pp. 133
2. EVERYMAN'S UNITED NATIONS; A complete handbook of the activities and evolution of the United Nations During Its first twenty years, 1945-1965. 8th ed. (U.N. Reference)
3. EVERYMAN'S UNITED NATIONS; A summary of the Activities of the United Nations During the Five Year Period, 1966-1970. This and the above 8th edition provide an account of the first 25 years of U.N. activities. (U.N. Reference)
4. EVERYONE'S UNITED NATIONS. New York: United Nations, 1979, $7.95 paperback and $12.50 hardcover, pp. 477. Handbook on the UN and its specialized agencies and programs. Describes the structure and activities of the organization since 1945, with emphasis on the years 1966-1978.
5. CHARTER OF THE UNITED NATIONS. New York: United Nation, 1974, $1.00.
6. UNIVERSAL DECLARATION OF HUMAN RIGHTS. New York: United Nations, $.25.
7. MODEL UN SURVIVAL KIT. New York: UNA, $9.00; 5 or more $7.50. pp. 70. Includes voting records from selected resolutions of the General Assembly, the UN Charter, Basic Facts About the United Nations, Issues Before the General Assembly, Delegate Preparation Guide and numerous UNA fact sheets.
8. Utah High School Model United Nations Student Handbook. Utah State Office of Education.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: It's a Small World	TOPIC: Model United Nations	Student Activity Sheet	317-301 (407), 317-302 (407), D 317-303 (408), 317-304 (408), 317-336 (413),

To the student:

In this activity you're going to be comparing and contrasting various aspects of the world. You'll have to read some resource material about the UN, the Contemporary World, and make some inferences. Based on what you have read, fill in the following charts. After you have completed the activity, put your papers in the place designated by your teacher.

The UN in the Contemporary World

Effectiveness	Limitations

Secondary Social Studies TITLE: It's a Small World	TOPIC: Model United Nations	Student Activity Sheet	317-301 (407), 317-302 (407), D 317-303 (408), 317-304 (408), 317-336 (413),

Effectiveness of the UN in the Contemporary World

Current world problems

(List 3)

What the UN can do:

Global Interdependence (think of America, Saudi Arabia, Chile, and Australia)

Ways nations are dependent on each other

Ways nations are independent

Secondary Social Studies TITLE: It's a Small World	TOPIC: Model United Nations	Student Activity Sheet	317-301 (407), 317-302 (407), D 317-303 (408), 317-304 (408), 317-336 (413),

Single World Society and Global Interdependence

1. Define a single society and/or global society.

2. List five major events which have made the world "shrink".

3. Think of the countries of America, Saudi Arabia, Chile, and Australia. In what ways are these nations dependent upon each other?

4. In what ways are these nations independent?

The students will cite the parallels between the history of the United Nations and the League of Nations. (103) (I, V)

Secondary Social Studies TITLE: League of Nations and UN	TOPIC: Model United Nations TIME SEGMENT: 2 class periods	317-305 (103) D

INSTRUCTIONAL OBJECTIVE:

The students will cite the parallels between the history of the United Nations and the League of Nations.

MATERIALS:

Student Information Sheets Pages 1,2
Student Activity Sheet
(Masters included)

EVALUATION:

The students will be able to write comparisons between the League of Nations and UN's early history to the satisfaction of the teacher.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students involved in this activity.

2. For information about the early history of the UN, refer to activities 317-306 through 317-310. Be sure the students are familiar with the history of the UN before they do this activity. Have the students read the information sheet about the League of Nations and then assign them to do the activity sheet.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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The League of Nations was created after World War I to preserve world peace. France, Japan, the United States, Italy, and Great Britain wrote a constitution in 1919. These countries had won the first World War. The League was actually begun in January, 1920, and had its headquarters in Geneva, Switzerland.

Woodrow Wilson, then President of the United States, was the main instigator of the League. Despite his involvement, Americans didn't want to get involved and the United States never did join. The League was formally dissolved when the United Nations was formed in April, 1946.

Wilson believed world wars would never cease if each nation had to maintain its own defense. Nations would compete and arm against each other, he thought. Wilson suggested the League of Nations, a group pledged to defend member nations if they were attacked. Wilson was convinced that even the strongest nations would fear war if they knew they'd face a strong group of allies.

Wilson was successful in convincing other nations to join his league, but he and the Senate could not agree about American involvement. Finally in March, 1920, the Senate rejected the treaty and never ratified it. The American people saw no need to join an international group.

The League Covenant (or constitution) pledged members to protect each other's independence. Members agreed to arbitrate disputes or allow investigation by the League. If members violated League policies, other members were to apply economic sanctions. The League could also use armed force against the violation.

The council was the main peace-keeping group. The strongest states in the League had permanent seats in the League. Germany, France, Italy, Great Britain, Japan, and Russia held permanent seats. The other seats were given to various smaller nations. Any peace-keeping recommendations had to be approved by unanimous vote.

The Assembly included all member nations, each with one vote. The Assembly determined the budget, admitted new members, considered peace threats, chose the temporary Council members, and amended the Covenant. A two-thirds or majority vote was necessary.

The Secretariat was the administrative arm of the League. A Secretary-General, nominated by the

Council and approved by the Assembly, controlled a staff of 600. The staff of the Secretariat ran various League organizations concerned with science, health, communication, transportation, finance, international trade.

Wilson and other League proponents wanted a system of collective security. This system was to be one of special alliances designed to protect all League members. The most powerful nations did not think collective security was the League's major objective. France wanted the League to force World War I boundaries on Germany. The Germans resented this and thought probably this policy was the League's main purpose. Britain thought the League should be a consultation place for all nations. The Russians thought the League was a hoax. Japan and Italy attacked member nations and showed they didn't value the League's principles. In the early thirties several League nations withdrew because of national interests and rising world tension.

In small nations the League had some success in stopping conflict. War between Bulgaria and Greece was prevented in 1925 and between Poland and Lithuania in 1927. Powerful nations were not affected by the League, however.

The League's failure was epitomized by what happened when Italy invaded Ethiopia in 1935. The Council voted that Italy had violated the Covenant and economic sanctions should go into effect. Japan, Germany, and the United States were not members of the League at that point, however. The other big powers still in the League feared war and wouldn't act with authority. By May, 1936, Italy had conquered Ethiopia.

The Ethiopian issue discredited the League of Nations. Never again would it have any credibility as a peace-keeping group.

To the student:

1. After you have studied about the history of the United Nations in other resources, read the Student Information Sheet.

2. On a separate piece of paper, write a brief comparison of the United Nations and the League of Nations. Forecast what you think would happen if the United Nations were confronted with the Italy-Ethiopian crisis. What would the UN do? What do you think has allowed the United Nations to last as long as it has? Why has it had a longer life than the League of Nations?

3. Be prepared to discuss this activity with the rest of your class.

4. After you have completed this activity, put your paper in the place designated by your teacher.

The students will identify the causes leading up to the formation of the United Nations. (102) (I, V)

Secondary Social Studies TITLE: Forming the United Nations	TOPIC: Model United Nations TIME SEGMENT: 3 days	317-306 (102) D

INSTRUCTIONAL OBJECTIVE:

The students will identify the causes leading up to the formation of the United Nations.

MATERIALS:

Student Activity Sheet
(Master included)
Textbook
Resource materials

EVALUATION:

The student will be able to explain to the satisfaction of the teacher the actions of a world leader which led to formation of the United Nations.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students participating.

2. Review events leading to the formation of the United Nations with the students. Explain the assignment to the students. Read some student journal excerpts to the rest of the students and discuss their responses to the different leaders.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Forming the United Nations	TOPIC: Model United Nations	Student Activity Sheet	317-306 (102) D

To the student:

1. You are going to pretend to be Winston Churchill, Franklin Roosevelt, or Joseph Stalin. Do some research in your textbook and/or a resource book. Become familiar with the actions of one of the men at a conference leading to the formation of the United Nations.

2. Make a journal by fastening six 8½" x 11' pages together. The front page will be the cover. Put the name of the man you are pretending to be with your own name on the cover.

3. Write a journal as you think the man you've chosen would have written it during the conference. Make at least five entries in this journal.

4. After you have finished this journal, put it in the place designated by your teacher.

The students will compare and discuss ten major world conferences leading to the organization of the United Nations. (103) (I)

Secondary Social Studies

TITLE: Ten Major World Conferences

TOPIC: Model United Nations

TIME SEGMENT: 1 class period

317-307 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will compare and discuss ten major world conferences leading to the organization of the United Nations.

MATERIALS:

Student Activity Sheet
(Master included)
Resource books

EVALUATION:

The students will be able to list the major events of five conferences leading to the formation of the United Nations to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students participating.

2. This activity should be done when students have some background about the United Nations. Show the students the resources to use and be sure they understand the assignment. Discuss the assignment with the students after they have completed it.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Ten Major World Conferences	TOPIC: Model United Nations	Student Activity Sheet	317-207 (103) D

To the student:

Look in reference books. Compile information about five to ten world conferences leading to the organization of the United Nations. Make a chart using the following headings. Fill in the chart for each of the conferences. Which conference is most interesting to you? Write a paragraph explaining what made the conference interesting to you on a separate piece of paper. After you have completed this activity, put it in the place designated by your teacher.

Name of Conference	Participants	Place Held	Date	Major Events

The students will reconstruct the early history of the United Nations. (103) (I)

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Secondary Social Studies

TITLE: Early History of the United Nations

TOPIC: Model United Nations

TIME SEGMENT: 1 week

317-308 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will reconstruct the early history of the United Nations.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Resource materials

EVALUATION:

The students will be able to discuss three major events in the early history of the United Nations to the satisfaction of the teacher.

ADAPTATIONS:

Students may share their articles by presenting them to the rest of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students.

2. After a background of the formation of the United Nations has been established through reading in available resources and discussions, assign the students the activity.

3. The activity calls for the students to synthesize material on the formation of the United Nations into a feature article.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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The San Francisco Conference

The San Francisco Conference was attended by delegates from 46 countries. From other states, Argentina, Denmark, Belorussian S.S.R. and Ukrainian S.S.R., joined the United Nations during the conference. Germany, Japan and their seven allies were not in attendance, nor were seven neutral countries or Poland. Twenty-one American republics, three Soviet republics, two Far Eastern, two African states, seven Near Eastern nations, and six Commonwealth nations signed the Charter.

The Secretariat of the group daily provided interpreters, translators and documents in the five official languages. (English, French, Spanish, Russian and Chinese)

Although the nations had met to form a peaceful group, problems plagued the meetings. Russia wanted the Ukrainian S.S.R., Belorussian S.S.R., and Argentina to be admitted. The major powers also clashed over the recognition of Poland and use of the Security Council veto powers. Compromises were eventually reached on these issues.

Other issues had to be resolved, however. The small states as well as the Oriental and Latin American States insisted on some changes in the plans drawn up at the Dunbarton Oaks Conference. The States or Colonies, defense treaties, and equality of all countries were major concerns.

Secondary Social Studies TITLE: Early History of the United Nations	TOPIC: Model United Nations	Student Activity Sheet	317-308 (103) D

To the student:

1. Write a feature story about the early history of the United Nations. Read about the early history of the United Nations from resource books and magazines. Review the Student Information Sheet. Read a news feature in a magazine and use as a model for your feature story.

2. When you have finished your story, put your paper in the place designated by your teacher.

The students will chart the early organization of the United Nations. (103) (I)

Secondary Social Studies

TITLE: Early Organization

TOPIC: Model United Nations

TIME SEGMENT: 1-2 class periods

317-309 (103) D

INSTRUCTIONAL OBJECTIVE:

The students will chart the early organization of the United Nations.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Resource books

EVALUATION:

The students will be able to list the major events leading to the formation of the United Nations to the teacher's satisfaction.

ADAPTATIONS:

A summary of each conference might be read aloud to the group by the students.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students.
2. This activity should be done in conjunction with other model United Nations activities.
3. Ask students to work with a partner using a resource book to find information about one of the conferences leading to the formation of the United Nations. Each pair should write a brief summary of the information they find.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Early Organization	TOPIC: Model United Nations	Student Information Sheet	317-309 (103) D

The United Nations began as a result of World War II which was a horrible event for millions of people. In August, 1941, Frankin D. Roosevelt, President of the United States met with Winston Churchill of Britain. They discussed the ability of the world leaders to work together. The result of their discussions was the Atlantic Charter, a plan for peace.

In January, 1942, leaders of twenty-six nations met in Washington D.C. where they pledged to accept the Atlantic Charter. President Roosevelt suggested the "United Nations" as the name of their new organization.

The Soviet Union, United States, United Kingdom, and China sent delegates to Moscow in October, 1943. They agreed to set up an organization of nations to keep peace in the world.

The Dumbarton Oaks Conference of 1944, held in an estate near Washington D.C., established the Security Council. This group of the strongest nations would guard the peace.

Roosevelt, Churchill, and Stalin, the leader of the Soviet Union, met in February, 1945, in Yalta in the Soviet Union. They decided the rules of the Security Council and set up a conference for April, 1945, in San Francisco to draft a charter for the United Nations. On April 25th the meeting took place with delegates from 50 nations representing 80 per cent of the world population in attendance.

The United States Senate accepted the UN Charter in July, 1945, and the United Nations was officially born October 24, 1945.

Secondary Social Studies TITLE: Early Organization	TOPIC: Model United Nations	Student Activity Sheet	317-309 (103) D

To the student:

1. After reading and discussing the information sheet with the other students, choose a partner to work with.

2. With your partner, use a resource book on the United Nations to read in detail about one of the conferences which lead to the formation of the United Nations.

3. With your partner, write a summary of that conference.

4. Put your paper in the place designated by your teacher.

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The students will, in their own words, give a comprehensive statement as to their understanding of the statement, "The universal dignity of humankind." (202) (I, V)

Secondary Social Studies

TITLE: Dignity of Mankind

TOPIC: Model United Nations

TIME SEGMENT: 1 class period

317-310 (202)

D

INSTRUCTIONAL OBJECTIVE:

The students will, in their own words, give a comprehensive statement as to their understanding of the phrase "the universal dignity of humankind."

MATERIALS:

Student Activity Sheet
(Master included)

EVALUATION:

The student will be able to define in his own words, "the universal dignity of humankind" to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the students.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for your students.
2. Write the phrase "the universal dignity of humankind" on the board.
3. Assign students to do the activity sheet.
4. Read some of the paragraphs to the students at the conclusion of the assignment.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Dignity of mankind	TOPIC: Model United Nations	Student Activity Sheet	317-310 (202) D

To the student:

Read the following definitions. On a separate piece of paper, write a paragraph that explains "the universal dignity of humankind." Write an example to illustrate your definition.

dignity - self-respecting manner of stately appearance, ability that wins respect, eminence, nobleness

universal - belonging to all, shared by all, concerning all, understood or used by all

humankind - human beings, mankind, people

When you have completed your paragraph, put your paper in the place designated by your teacher.

The students will infer from documents the difficulties of armed conflict in settlement of international disputes. (413) (I, V)

This activity will be located with objective 317-311

The students will formulate alternate methods of settling disputes rather than resorting to war. (413) (I, V)

Secondary Social Studies

TITLE: War

TOPIC: Model United Nations

TIME SEGMENT: 1 class period

317-311, 312 (413)

D

INSTRUCTIONAL OBJECTIVE:

The students will infer from documents the difficulties of armed conflict in the settlemen of international disputes. The students will formulate alternate methods of settling disputes rather than resorting to war.

MATERIALS:

Student Information Sheet pages 1, 2
Student Activity Sheet
(Masters included)
Resource materials

EVALUATION:

The student will be able to list two ways of resolving conflicts other than war and explain the United Nation's preamble to the teacher's satisfaction.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the students.

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PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the students.

2. This activity should be done when the students have some background about the United Nations. Explain the assignment to the students. Be sure they understand what the readings are. Discuss the assignment when it is completed.

3. Give each student a copy of the United Nations Charter. Copies are available in various resource books or from the United Nations in New York.

NOTE: Everyman's United Nations would be a helpful source if it is available.

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Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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The United Nations

Preamble to the Charter

We the Peoples of the United Nations Determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in larger freedom.

And For These Ends to practice tolerance and live together in peace with one another as good neighbours, and to unite our strength to maintain international peace and security, and to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and to employ international machinery for the promotion of the economic and social advancement of all peoples,

Have Resolved to Combine Our Efforts to Accomplish These Aims. Accordingly, our respective governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

Purposes and Principles

Purposes of the United Nations as set forth in the Charter are

1. to maintain international peace and security;
2. to develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples;
3. to co-operate in solving international problems of an economic, social, cultural or humanitarian character, and in promoting respect for human rights and fundamental freedoms for all; and
4. to be a centre for harmonizing the actions of nations in attaining these common ends.
5. to give the United Nations every assistance in any action it takes in accordance with the Charter, and to refrain from giving assistance to any state against which the Organization is taking preventive or enforcement action;

6. the United Nations is to ensure that non-members act in accordance with these principles so far as is necessary for maintaining international peace and security;
7. the Organization is not to intervene in matters essentially within the domestic jurisdiction of any state. This provision does not, however, prejudice the application of enforcement action with respect to threats to the peace, breaches of the peace and acts of aggression.

Secondary Social Studies TITLE: War	TOPIC: Model United Nations	Student Activity Sheet	317-311, 312 (413) D

To the student:

Read the Preamble and sections from Articles I and II of the United Nations Charter. Answer the following questions about these readings. Be thoughtful about your responses.

1. How did the founders of the United Nations feel about war?

2. How did they hope countries would relate?

3. Based on what they said in the Preamble, draw some conclusions about what they had experienced in World War I and World War II?

4. To you, what's the main idea of Article I?

5. How did the founders of the UN think they could best assure peace?

6. What kind of support were the member nations to give the UN?
   Formulate two methods of settling disputes rather than going to war. Base your plans on the purpose and principles listed in your readings. Be creative and consider how the UN can be part of your methods.

After you have completed this activity, put your paper in the place designated by your teacher.

The students will restate the organization of the Security Council. (103) (I)

This activity will be located with objective 317-313

The students will justify the reasons for having permanent members and will predict the possible modification of this policy. (105) (I, V)

This activity will b
located with
objective 317-313

The students will enumerate and classify the types of issues, including crisis situations, that are dealt with by the Security Council. (102) (I)

This activity will b
located with
objective 317-313

The students will describe the structure, including the procedure for obtaining a seat of the non-permanent nations. (103) (I)

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This activity will be located with objective 317-313

The students will reconstruct some recent actions of the Security Council and will identify the areas of the world in which the actions took place. (102) (I, V)

Secondary Social Studies

TITLE: Security Council

TOPIC: Model United Nations

TIME SEGMENT:

317-313-317 (102) (103) (105) D

INSTRUCTIONAL OBJECTIVE:

The students will restate the organization of the Security Council. The students will justify the reasons for having permanent members and will predict the possible modification of this policy. The students will enumerate and classify the types of issues, including crisis situations, that are dealt with by the Security Council. The students will describe the structure, including the procedure for obtaining a seat of the non-permanent nations. The students will reconstruct some recent actions of the Security Council and will identify the areas of the world in which the actions took place.

MATERIALS:

Student Information Sheet Pages 1,2
Student Activity Sheet (Masters included)
Periodicals and resource books

EVALUATION:

The student will be able to explain the organization and operation of the Security Council to the teacher's satisfaction.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information and Activity Sheets for the students participating in the activity.

2. Before this activity is assigned, provide the students with an adequate background for it.

3. Assign students to read the Student Information Sheet. Discuss it with them.

4. Explain the rest of the activity and show students the resource materials they need to use.

5. It may be necessary for students to use United Nations periodicals.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Security Council	TOPIC: Model United Nations	Student Information Sheet Page 1	317-313-317 (102) (103) (105) D

Security Council

The Security Council is responsible for maintaining peace and security among nations. It has five permanent members (China, France, the U.S.S.R., United Kingdom, and the United States.) and ten non-permanent members. Each non-permanent nation serves for two years and cannot be immediately re-elected.

UN founders knew that the safer powers had to work toward agreement on international issues or they would have no peace. Aggressors could have no sanctions imposed against them either. As a result, the Charter requires the unanimous vote of the five permanent members on substantive issues. The veto power given to any permanent nation by this rule has been a handicap to the Council. The Council checks on any potential war zone or existing dispute. Individual states may bring situations to the Council; the Council can request economic sanctions or take enforcement measures if needed. Any action must be in accordance with United Nations' guidelines.

The Council also gives reports annually and for special purposes to the General Assembly. Voting independently, the Security Council and General Assembly elect the International Court of Justice judges. As recommended by the Security Council, the General Assembly appoints the Secretary-General.

Voting in the Security Council on substantive matters is by a yes vote of nine members including all five permanent members. Substantive matters include disputes between and sanctions against nations. Any member must abstain from votes on action to which it is a party. Procedural questions are decided by the affirmative vote of any nine members.

A member of the United Nations may be part of debates which directly affect it. Non-members may also participate in accordance with Security Council rules.

When the UN Charter was first written, the Council consisted of eleven members. The five permanent members were joined by six non-permanent members which had two-year terms.

In 1965 an amendment was ratified which increased non-permanent nations to ten. They are chosen as follows:

Africa and Asia	5	Western Europe and other states	2
East Europe	1		
Latin America	2		

The presidency of the Security Council is held for one month at a time by each member. The General Assembly, which chooses Security Council members, must try to have a fair geographic representation. It must also consider what members can add to the maintenance of international peace. As more nations have joined the UN, it's been more and more difficult to give fair regional representation.

Following the Charter, UN members agree to carry out the decisions of the Security Council. The Council can investigate any disagreement which threatens international peace. The Security Council can only recommend peaceful solutions, however. The Council can require UN members to apply sanctions against any country found guilty of threatening world peace or violating world law. When the Big Five disagree, one can veto and hold up further work. Still, only the Security Council can make binding decisions for members. The General Assembly can only recommend action.

The Security Council meets continously, a representative from each member is always there at the United Nations. The Security Council has many complaints brought to it. For example, in May, 1964, Cambodia said United States and Republic of Vietnam (South Vietnam) armed forces had trespassed their boundaries. Cambodia suggested that a United Nations commission of inquiry investigate. In June the Council sent representatives from three of its members, Brazil, Ivory Coast and Morocco, to Cambodia. They reported back to the Council on July 27. They suggested an intermediary to mediate the dispute and a group of UN observers to oversee action. There was more discussion and a formal apology from the United States. Cambodia continued to complain of further frontier incidents.

Secondary Social Studies TITLE: Security Council	TOPIC: Model United Nations	Student Activity Sheet	317-313-317 (102) (103) (105) D

To the student:

1. Read the Security Council information sheet. Be prepared to discuss it. Look in a resource book or periodical and find out about a recent Security Council action. Summarize it and decide which country you think is in the right. Write a statement explaining your opinion and why you feel that way on a separate piece of paper.

2. Work with a partner and formulate a method you think will help the Security Council be more effective. Write at least a paragraph of 5-6 sentences on your paper.

3. Put your papers in the place designated by your teacher.

The students will document the structure of the Political and Security Committees. (102) (I)

317-319
This activity will be located with objective 317-318

The students will restate and explain the nature of the agenda that is dealt with by the Political and Security Committees. (103) (I)

·317-320
This activity will be located with objective 317-318

The students will analyze the tasks of the Political and Security Committee and formulate plans to increase its productivity. (103) (I, V)

Secondary Social Studies

TITLE: Political and Security Committee

TOPIC: Model United Nations

TIME SEGMENT: 30-40 minutes

317-318, 319-320

D

INSTRUCTIONAL OBJECTIVE: The students will document the structure of the Political and Security Committees. The students will restate and explain the nature of the agenda that is dealt with by the Political and Security Committees. The students will analyze the tasks of the Political and Security Committee and formulate plans to increase its productivity.

MATERIALS:

Student Activity Sheets
(Master included)
Resource books

EVALUATION:

The students will be able to list three activities of the Political and Security Committee to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:
To the teacher:

1. Duplicate enough Student Activity Sheets for the students participating in the activity.

2. The students will need a background on the organization of the United Nations as established from readings and classroom discussions.

3. Discuss the Student Activity Sheets with the class. Assign students to do the activity.

4. The Utah Model United Nations uses a different structure from the United Nations. The resource materials will discuss the United Nations. Be sure students understand that they will be looking for United Nations information.

Evaluation and Comments on Activity:

Students: _____

_____

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Teacher: _____

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Secondary Social Studies TITLE: Political & Security Committee	TOPIC: Model United Nations	Student Activity Sheet	317-318, 319-320 (102) (103) D

To the student:

The General Assembly has seven standing committees. The UN's First Committee is called the Political and Security Committee. In Utah's Model United Nations this is divided into Political and Security Committee A, B, and C. This breakdown is made to allow more students to be involved.

The First Committee is concerned with the regulation of armaments and any political problems that may affect national or international security. They also deal with non-self-governing territories and the admission of new states, as suggested by the Security Council. Other matters referred by the Security Council are discussed as well.

Read the information sheet. Look in a resource book and write down answers to the following questions on a separate piece of paper:

1. What is the structure of the Political and Security Committee?

2. What is being done to increase the productivity of the Political and Security Committee?

3. What items would you put on an agenda for the Political and Security Committee?

4. What is the major responsibility of the Political and Security Committee?

After you have completed this activity, put your papers in the place designated by your teacher.

The students will categorize the combined missions of the Special Political Committee. (103) (I)

This activity will be located with objective 317-321

The students will discuss the local operation of the Special Political Committee in a native country. (103)
(I)

This activity will be located with objective 317-321

The students will intelligently discuss major topics before the current Special Political Committee. (103) (I. V)

129

Secondary Social Studies

TITLE: Special Political Committee

TOPIC: Model United Nations

TIME SEGMENT: one week

317-321, 322, 323
(102) (103)
D

INSTRUCTIONAL OBJECTIVE: The students will categorize the combined missions of the Special Political Committee and will discuss the local operation of the Special Political Committee in a native country. The student will intelligently discuss major topics before the current Special Political Committee.

MATERIALS:

Student Activity Sheet
(Master included)
Resource materials

EVALUATION:

The students will complete the activity to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the class.

2. Be sure students have backgound about the various United Nations' committees before they begin the activity. Discuss it thoroughly with them so they know how to proceed.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Special Political Committee	TOPIC: Model United Nations	Student Activity Sheet	317-321, 322, 323 (102) (103) D

To the student:

The Special Political Committee shows the work of the Political and Security Committee. In the Model United Nations this group will deal with peaceful uses of outer space, environmental issues, and atomic energy. In the past the NVA Special Political Committee has discussed:

1. the Palestinian issue
2. killing of whales
3. international rivers
4. peaceful uses of outer space

Complete the activity by following these instructions.

1. Work in groups of six.
2. Each member of the group should represent a different area of the world: the United States, Bolivia, Japan, USSR, Australia, Libya.
3. Choose one of the areas listed above.
4. Read about it in the resource books and periodicals.
5. Look at all the material from the point of view of the country you represent.
6. Discuss the issue you chose and write down the conclusions you draw.
7. Appoint a recorder. Record the major points made by each member of the committee.

Recorder should put the paper in the place designated by the teacher.

Secondary Social Studies TITLE: Special Political Committee	TOPIC: Model United Nations	Student Activity Sheet	317-321, 322, 323 (102) (103) D

To the student:

The Special Political Committee shows the work of the Political and Security Committee. In the Model United Nations this group will deal with peaceful uses of outer space, environmental issues, and atomic energy. In the past the NVA Special Political Committee has discussed:

1. the Palestinian issue
2. killing of whales
3. international rivers
4. peaceful uses of outer space

Complete the activity by following these instructions.

1. Work in groups of six.

2. Each member of the group should represent a different area of the world: the United States, Bolivia, Japan, USSR, Australia, Libya.

3. Choose one of the areas listed above.

4. Read about it in the resource books and periodicals.

5. Look at all the material from the point of view of the country you represent.

6. Discuss the issue you chose and write down the conclusions you draw.

7. Appoint a recorder. Record the major points made by each member of the committee.

   Recorder should put the paper in the place designated by the teacher.

The students will distinguish the characteristics that make the Social, Humanitarian, and Cultural Committee unique. (103) (I, V)

139

This activity will be located with objective 317-324

The students will defend differing country policies in relationship to the work of the Social, Humanitarian, and Cultural Committee. (103) (I, V)

This activity will be located with objective 317-324

The students will distinguish what are appropriate agenda items for the Social, Humanitarian, and Cultural Committee and what items should be forwarded to the Secretariat for other action. (103) (I)

Secondary Social Studies

TITLE: Social, Humanitarian & Cultural Committee

TOPIC: Model United Nations

TIME SEGMENT: one class period

317-324, 325, 326 (103) D

INSTRUCTIONAL OBJECTIVE: The students will distinguish the characteristics that make the Social, Humanitarian, and Cultural committee unique. The students will defend differing country policies in relationship to the work of the Social, Humanitarian, and Cultural Committee. The students will distinguish what are appropriate agenda items for the Social, Humanitarian and Cultural Committee and what items should be forwarded to the Secretariat for other action.

MATERIALS:

Student Activity Sheet
(Master included)

EVALUATION:

The student will be able to list three recent concerns of the Social, Humanitarian and Cultural Committee.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students participating in this activity.

2. Give the students background about the Social, Humanitarian and Cultural Committee. Explain to them that this activity will allow them to creatively consider how they would attempt to begin to solve a major world problem by educating the American public.

3. Explain enough about advertising campaigns that the students know how to proceed with the activity.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Social, Humanitarian & Cultural Committee	TOPIC: Model United Nations	Student Activity Sheet	317-324, 325, 326 (103) D

To the student:

The Social, Humanitarian and Cultural Committee is responsible for all matters concerning the social, humanitarian and cultural aspects of life.

Some concerns of the committee have been:

1. International air travel safety.
2. Discrimination against women and improvement of their economic status.
3. Human rights in times of war.
4. Human rights vis-a-vis scientific and technological development.
5. Discrimination against blacks in South Africa.

Choose one of these five concerns or use another one. Formulate a plan to help educate the public about the need to improve this area.

On a separate paper do the following:

List at least two specific suggestions and include this area; a) mass media to be used including the press and radio; b) the message you would send; (Actually write the script of a radio spot.) c) major cultural or social events that could be held to raise money for the committees. Who would you have come? What would you have them say?

After you have completed this activity put your papers in the place designated by your teacher.

118

The students will reconstruct the structure of the Legal and Financial Committee and explain the reason for its current composition. (103) (I, V)

This activity will be located with objective 317-327

The students will describe the unique role of the Legal and Financial Committee, demonstrating how it determines the amount of finance required from each country. (103) (I)

Secondary Social Studies

TITLE: Legal and Financial Committee

TOPIC: Model United Nations

TIME SEGMENT: 1 class period

317-327-328 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will reconstruct the structure of the Legal and Financial Committee and explain the reason for its current composition. The students will describe the unique role of the Legal and Finance Committee, demonstrating how it determines the amount of finance required from each county.

MATERIALS:

Student Information Sheet
Student Activity Sheet (Masters included)
Resource materials

EVALUATION:

The students will complete the activity to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information and Activity Sheets for the class.

2. Explain the need of the UN to have a Legal and Financial Committee.

3. Provide resource material so the students understand the functions and composition of this committee.

4. Review the activity with the class and discuss the class's work when they've finished.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Legal and Financial Committee	TOPIC: Model United Nations	Student Information Sheet	317-327-328 (103) D

The Legal and Financial Committee handles legal, budgetary, financial and Charter revisions. In the Model United Nations the Legal and Finance Committee discusses business, with which other committees would be concerned in the UN. Some work of the Second (Economic and Financial) Committee and all work of the Fifth (Administrative and Budgetary) and Sixth (Legal) Committees are covered by this MUN group.

Some part considerations have been

1. International terrorism
2. Liability for oil spills
3. Defining aggression
4. Payment of debts owed the UN
5. Torture and other inhuman treatment inflicted on prisoners

Secondary Social Studies TITLE: Legal and Financial Committee	TOPIC: Model United Nations	Student Activity Sheet	317-327-328 (103) D

To the student: Complete the following activity on a separate piece of paper:

1. Find out how the legal and Financial Committee determines the amount of money assessed each country. Do you think the system is fair? How would you do it? Write your answers.

2. What do you think the Legal and Financial Committees should do about international terrorism? Formulate a plan for dealing with terrorists, using UN resources.

3. Define aggression. Why would it be important for the UN to have a definition of aggression?

4. What should the UN do to collect bad debts? Formulate a plan.

5. When you have completed this activity, put your papers in the place designated by your teacher.

The students will explain the structure of the Disarmament Committee. (103) (I, V)

This activity will be located with objective 317-329

The students will discuss the role of the Disarmament Committee in presenting viable alternatives to armed conflict for the resolution of international problems. (103) (I, V)

This activity will be located with objective 317-329

The students will identify potential "hot spots" in the world in light of arms traffic and will suggest how the Disarmament Committee may help resolve the conflict without the use of arms. (103) (I, V)

Secondary Social Studies

TITLE: Disarmament Committee

TOPIC: Model United Nations

TIME SEGMENT: 30-40 minutes

317-329-331 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain the structure of the Disarmament Committee. The students will discuss the role of the Disarmament Committee in presenting viable alternatives to armed conflict for the resolution of international problems. The students will identify potential "hot spots" in the world in light of arms traffic and will suggest how the Disarmament Committee may help resolve the conflict without the use of arms.

MATERIALS:

Student Information Sheet
Sutdent Activity Sheet
(Masters included)
Resource materials

EVALUATION:

The students will be able to explain the activities of the Disarmament Committee by completing the activity to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may wish to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information and Student Activity Sheets for the students participating in the activity.

2. Review the Student Information Sheet with the students.

3. Find as many resources as possible on the Disarmament Committee and have them available for the students. Some possible sources are listed below.

4. Have the students get in groups of four to discuss their responses to this activity.

The following resources would be helpful if they are available:
United Nations Chronicle, United Nations Current Agenda, and Issues Before the General Assembly
Everyman's United Nation, Page 31-36

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Disarmament Committee	TOPIC: Model United Nations	Student Information Sheet	317-329-331 (103) D

The Disarmament Committee was founded in 1952 to work with the Security Council and General Assembly. Both the Security Council and General Assembly have specific responsibilities related to disarmament. In 1961 the General Assembly developed the Eighteen Nation Disarmament Committee which added eight nations in 1969. This new conference of the Committee on Disarmament added five more members in 1974. The following states are current members: Argentina, Brazil, Bulgaria, Burma, Canada, Czechoslovakia, Ethiopia, France, German Democratic Republic, Germany (Federal Republic of), Hungary, India, Iran, Italy, Japan, Mexico, Mongolia, Morocco, Netherlands, Nigeria, Pakistan, Peru, Poland, Romania, Sweden, U.S.S.R., United Arab Emirates, United Kingdom, United States, Yugoslavia, and Zaire.

In the Model United Nations the Disarmament Committee of the General Assembly discusses disarmament and related issues. Issues discussed before this committee include:

1. Banning the stockpiling of chemical and bacteriological weapons.
2. Strengthening the UN role in disarmament.
3. Reducing military expenditures.
4. Concluding a treaty to prohibit nuclear weapon tests.
5. Bilateral disarming of NATO and Warsaw Pact countries.

Secondary Social Studies TITLE: Disarmament Committee	TOPIC: Model United Nations	Student Activity Sheet	317-329-331 (103) D

To the student:

Find out what the Disarmament Committee is currently doing and list some of their activities. Give your reaction to these activities and answer the following questions on a separate piece of paper:

1. What would you do if you were the American representative to this Committee?
2. What would you do if you were the Iranian representative? The Japanese representative?
3. What "hot spots" in the world should the committee deal with first? What actions should be taken?
4. What would be your best solution to the problem of armed conflict in the world?
5. After you answer the questions, get with three other students to discuss your responses.
6. After you have completed this activity, put your paper in the place designated by your teacher.

The students will explain current issues of importance before the Social Commission. (413) (I, V)

This activity will be located with objective 317-332

The students will describe the issues that can be solved by the Social Commission and those issues that should be referred to the Secretariat for further action. (103) (I, V)

This activity will be located with objective 317-332

The students will formulate new issues that could be solved by the Social Commission. (103) (I, V)

This activity will be located with objective 332

The students will analyze the operation of the Committee for Europe and Latin America and will develop issues that could be brought before this committee for possible resolution. (103) (I, V)

This activity will be located with objective 332

The students will defend each country's policy in the Committee for Europe and Latin America based on the current country's stand on given issues. (104) (I, V)

This activity will be located with objective 332

The students will describe the function and the structure of the Committee for Asia, the Pacific, and Africa. (103) (I)

317-339
This activity will be located with objective 332

The students will explain how the Committee for Asia, the Pacific, and Africa develops issues and resolves them in the international community. (103) (I)

This activity will be located with activity 332

The students will categorize past issues that have been successfully resolved by the Committee for Asia, the Pacific, and Africa. (103) (I, V)

Secondary Social Studies TITLE: Social Commission	TOPIC: Model United Nations TIME SEGMENT: 3 days	317-332-340 (103) (413) D

INSTRUCTIONAL OBJECTIVE:

The students will explain current issues of importance before the Social Commission.

The students will describe the issues that can be solved by the Social Commission and those issues that should be referred to the Secretariat for further action. The students will formulate new issues that could be solved by the Social Commission.

The students will analyze the operation of the Committee for Europe and Latin America and will develop issues that could be brought before this committee for possible resolution.

The students will defend each country's policy in the Committee for Europe and Latin Am America based on the current country's stand on given issues.

The students will describe the function and the structure of the Committee for Asia, the Pacific, and Africa.

The students will explain how the Committee for Asia, the Pacific, and Africa develops issues and resolves them in the international community.

The students will categorize past issues that have been successfully resolved by the Committee for Asia, the Pacific, and Africa.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information and Activity Sheets for the students participating in the activity.

2. A variety of resources concerning the Economic and Social Commission and any background information on the countries comprising these commissions should be given before the completion of this activity.

3. Divide the class into 3 groups and assign them one of the following commissions: The Commission for Social Development, The Economic and Social Commission for Europe and Latin America, and The Economic and Social Commission for Asia, the Pacific, and Africa.

4. Instruct each group to choose a chairman and secretary.

5. Make sure everyone knows what to do and has the available resources with which to work. Give time for each group to report back to the total class.

6. Students may need to look in contemporary magazines or write to the embassy to get extremely correct information.

Evaluation and Comments on Activity:

Students: _____

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_____

Teacher: _____

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Secondary Social Studies	TOPIC: Model United Nations	317-332-340 (103)
TITLE: Social Commission	TIME SEGMENT: 3 days	(413) D

INSTRUCTIONAL OBJECTIVE:

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Resource materials

EVALUATION:

The student will be able to discuss to the teacher's satisfaction, the Socail Commission, the Committee for Europe and Latin America, and the Committee for Asia, the Pacific and Africa.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

Secondary Social Studies TITLE: Social Commission	TOPIC: Model United Nations	Student Information Sheet	317-332-334 (103) (413) D

The Commission for Social Development, Economic and Social Commission for Europe and Latin America and Committee for Asia, the Pacific and Africa are part of the Economic and Social Council (ECOSOC) of the United Nations.

In the United Nations, there are only fifty-four members of ECOSOC, but in the Model United Nations, every country with adequate delegates belongs.

The Commission for Social Development deals with the following: housing, education, work, health, sanitation, welfare, conditions of economic and social progress, the rights of youth, the rights of the aged, the problems of reprisals, the problem of discrimination, the protection of minorities, and the status of women.

In the past, the commission has discussed such topics as:

1. protection of people being tortured or otherwise treated in any degrading manner.
2. drafting an international convention against taking hostages.
3. United Nations decade for women.
4. human rights in Chile.
5. South Africa's occupation of Namibia.
6. Improvement of womens' status and roles.
7. Palestinian refugees.

There are two regional Economic and Social Commissions of the United Nations. They are the Economic and Social Commissions for Europe and Latin America and the Economic and Social Commission for Asia, the Pacific and Africa. Both of these bodies handle economic problems, concentrating on raw materials, capital goods, international trade and finance, communications, transport and reconstruction.

Some of the issues that have been discussed are:

1. corrupt practices in transnational corporations.
2. hydro-electric power development.
3. national sovereignty over natural resources.
4. aid for the industrialization of Latin America.
5. commercial bank assistance for developing countries.
6. international environmental cooperation.
7. debt problems of developing countries.

Secondary Social Studies TITLE: Social Commission	TOPIC: Model United Nations	Student Activity Sheet	317-332-334 (103) (413) D

To the student:

Your class has been divided into 3 groups. Each group has been assigned by the teacher to represent one of the commissions you have read about. Each person in your group should choose one of the countries of your commission to represent. Your group needs to select a chairman and secretary. Each of you will need to study carefully in all of the resources available to determine your country's point of view on the assigned issues. After sufficient research has been done, stage a mock session of your assigned commission and discuss the issue you have been assigned as that commission might do. Record the comments and ideas proposed. Draw up a proposal from your group outlining the specific actions which your commission feels should be taken. The chairman will report on your proposal to the class.

Issues from which to choose your assignment:

1. womens' rights
2. the plight of refugee groups
3. the problem of taking hostages
4. environmental problems of industrial nations
5. protection of human rights in prisons

The students will evaluate the position of UNESCO on the issues of birth control, abortion, sex role stereotyping, and related matters. (102) (I, V)

This activity will be located with objective 317-341

The students will explain at least two issues that have been presented to UNESCO and will relate how UNESCO has been instrumental in resolving the problem. (103) (I, V)

317-343
This activity will be located with objective 317-341

The students will relate to local humanitarian issues and the efforts of UNESCO. (304) (I, V)

Secondary Social Studies

TITLE: UNESCO

TOPIC: Model United Nations

TIME SEGMENT: 1 class period

317-341-343 (102) (103) (304) D

INSTRUCTIONAL OBJECTIVE: The students will evaluate the position of UNESCO on the issues of birth control, abortion, sex role stereotyping,and related matters. The students will explain at least two issues that have been presented to UNESCO and will relate how UNESCO has been instrumental in resolving the problem. The students will relate to local huminitarian issues and the efforts of UNESCO.

MATERIALS:
Student Information Sheet
Student Activity Sheet (Masters included)
Resource materials

EVALUATION:

The student will be able to define UNESCO and discuss,to the satisfaction of the teacher, two issues UNESCO has resolved.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:
To the teacher:

1. Duplicate enough Student Information and Student Activity Sheets for the students participating in the activity.

2. UNESCO is structured differently in the Model United Nations and United Nations. Students should be made aware of that fact. The Student Information Sheet is based on information from the Utah High School Model United Nations Student Handbook which is still pertinent to the United Nations.

3. The activity itself asks for information about the United Nations. Use current United Nations periodicals and other magazines. Review resource materials with students and discuss the finished assignment with them.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: UNESCO	TOPIC: Model United Nations	Student Information Sheet	317-341-343 (102) (103) (304) D

The United Nations Educational, Scientific and Cultural Organization is better known as UNESCO. According to its constitution its purpose is

> ...to contribute to peace and security in order to further universal respect for justice, for for the rule of law and for the human rights for fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.

UNESCO began November 4, 1946, after 45 nations had signed a constitution. The founders believed that "since wars began in the minds of men, it is in the minds of men that the defenses of peace must be constructed."
Preamble to UNESCO'S constitution.

UNESCO tries to overcome the following roadblocks to peace:

1. Lack of both education and improved educational opportunities.
2. Lack of understanding among people of various cultures, religions, and national origins.
3. Lack of scientific knowledge and ways to use scientific knowledge for improved living conditions.

Past agendas have included:

1. World wide freedom of the press.
2. Women's educational opportunities.
3. Population.
4. Protection of primitive cultures.
5. Effects of fluorocarbons 11 and 12 on the atmosphere.
6. Education for energy conservation.
7. Educational satellites worldwide.

Secondary Social Studies TITLE: UNESCO	TOPIC: Model United Nations	Student Activity Sheet	317-341-343 (102) (103) (304) D

To the student:

Look at the resource materials. Answer the following questions based on your reading on a separate piece of paper:

1. What is the UNESCO position on birth control?
2. What is the UNESCO position on abortion?
3. What is the UNESCO position on sex role stereotyping?
4. Choose two issues which UNESCO has recently discussed. How did UNESCO help solve the various problems of these two issues?
5. What humanitarian concern do you think UNESCO should deal with? Why? If you were a member of UNESCO, what would you do about this humanitarian concern?
6. After you complete your activity, put it in the place designated by your teacher.

The students will discuss world food shortages and will explain the role that FAO plays in world food distribution. (606) (I, V)

This activity will be located with objective 317-344

The students will formulate plans to generate sympathy for the nations assisted by FAO. (305) (I, V)

Secondary Social Studies

TITLE: FAO

TOPIC: Model United Nations

TIME SEGMENT: 2 class periods

317-344-345 (606)
(305)
D

INSTRUCTIONAL OBJECTIVE:

The students will discuss world food shortage and will explain the role that FAO plays in world food distribution. The students will formulate plans to generate sympathy for the nations assisted by FAO.

MATERIALS:

Student Activity Sheet
(Master included)

EVALUATION:

The student will write about world food shortages and why FAO is important in a particular country. This will be done to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students participating in this activity.

2. Invite a farmer or someone else involved in agriculture to talk to the class about food shortages and what they would mean in Utah and the world. Have the class take notes on the presentation and be prepared to answer questions and discuss the information.

3. Review the Student Activity Sheet with the class. Familiarize the students with successful advertising campaigns which are designed to increase public awareness. Discuss the activity in depth with the students so they know just what to do.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: AFO	TOPIC: Model United Nations	Student Activity Sheet	317-344,345 (606) (305) D

To the student:

The Food and Agricultural Organization of the United Nations (FAO) is one of a number of inter-governmental agencies. These are autonomous and related to the United Nations by special agreement. The FAO has its own membership, budget, secretariat, legislative, and executive components. The FAO works with the United Nations and other agencies through the Economic and Social Council.

Work in pairs. Choose one country aided by FAO. Develop an advertising campaign to make the American public aware of what FAO does and why FAO's activities are important in the country you've chosen. Write ads for a magazine, TV, and radio.

Pick one of the following topics and do some research about it. Find out the extent of the problem and possible solutions and write at least one page about them.

1. African food shortages and drought.
2. Malnutrition in the Third World.
3. Insects and crop damage around the world.
4. After you complete this activity, put your paper in the place designated by your teacher.

The students will participate in proper debate within the framework of debate procedure for the United Nations. (115) (I)

This activity will be located with objective 317-346

The students will use the amending process to amend resolutions. (115) (I)

This activity will be located with activity 317-346

The students will effectively detect point of personal privilege inferences. (115) (I)

This activity will be located with objective 317-346

The students will rewrite existing resolutions to accurately reflect their country's policy. (115) (I)

This activity will be located with objective 317-346

The students will defend their country's policy on recent agenda items. (115) (I, V)

This activity will be located with objective 317-346

The students will draw long term conclusions for their country, based on present data reflecting their country's current policy. (103) (I, V)

This activity will be located with objective 317-346

The students will effectively table, and otherwise impede, resolutions which may damage their country's image at the United Nations. (115) (I)

This activity will be located with objective 317-346

The students will explain block strategy and will describe how to align block power and voting structures. (103) (I)

This activity will be located with objective 317-346

The students will explain their country's policy and its voting strategy so that they will effectively become an agent of the country they represent. (103) (I, V)

Secondary Social Studies TITLE: Model UN	TOPIC: Model United Nations TIME SEGMENT: 1 week	317-346-354 (115) D

INSTRUCTIONAL OBJECTIVE:

The students will participate in proper debate within the framework of debate procedure for the United Nations. The students will use the amending process to amend resolutions. The students will effectively detect point of personal privilege references. The students will rewrite existing resolutions to accurately reflect their country's policy. The students will defend their country's policy on recent agenda items. The students will draw long term conclusions for their country, based on present data reflecting their country's current policy. The students will effectively table, and otherwise impede, resolutions which may damage their country's image at the United Nations. The students will explain block strategy and will describe how to align block power and voting structures. The students will explain their country's policy and its voting strategy so that they will effectively become an agent of the country they represent.

MATERIALS:

Resource Materials

EVALUATION:

The teacher should evaluate the written materials turned in to see that they meet the desired criteria.

PROCEDURE:

1. This activity is designed to provide a Model UN experience for a class.
2. It should be the conclusion of the United Nations section.
3. For the students to succeed in this activity, you will need to give them adequate background in all the skills each of them must use. Also give the students enough time to prepare.
4. After the class has had a chance to research, review their results with them and explain the activities to be undertaken in the committee.
5. Divide the class into two major committees. Each committee is a UNESCO group, formulating policy regarding human rights. The point of a Model UNESCO Committee is to allow students the opportunity to try out skills which are actually used in the UN.
6. Each student in the class will represent a separate country. Organize a set of appropriate resource materials.
7. Explain the materials and activities to the class.
8. Assign a chairman to keep control of each committee.
9. Assign a secretary in each committee to keep records of the participation of everyone in the committee.
10. Have the students write their impressions of what they do in the committee and have them write down exactly how they participated.
11. Each student will need to
    a. explain the country's policy and voting agency.
    b. forcast what might occur in ten years to the country's foreign policy based on present policies.
    c. Take part in a committee debate.

    (Write this down as a guide for participation. They should turn this in.)
12. Each student should be able to
    a. amend resolutions.
    b. use point of personal privilege.
    c. defend their country's point of view.
    d. table resolutions.
    e. explain block strategy and describe how to use it.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Model UN	TOPIC: Model United Nations TIME SEGMENT: 1 week	317-346-354 (115) D

INSTRUCTIONAL OBJECTIVE:

MATERIALS:

EVALUATION:

ADAPTATIONS:

PROCEDURE:

13. Designate a place for the students to put their completed assignment.